Musket

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Celebrating bus evacuation day on April 26, senior Alex Phillips leaps into the supportive arms of his fellow classmates. Photo by Mako Yoshino

Tenured Teachers Not Included in Staff Cuts

Faculty Members May Be Asked to Transfer from LHS

By Michael Sonnenschein

Due to a 20-year low in enrollment, some tenured teachers at the High School will be involuntarily transferred to other Lexington schools next year. These RIFs (Reductions in Force) will be officially announced towards the end of the month.

Originally, LHS Principal Michael Waring estimated that a total of 7.5 full-time teachers would be laid off or transferred, including approximately four tenured teachers.

However, according to Margaret Schwartz, President of the Lexington Education Association (LEA), that number has been reduced. Due to a "veritable domino effect," she said, "it is probably safe to say [that] there will be less RIFfing required [than the original estimation.]" For instance, a recent decision to have two sections each of level 3 biology and level 3 chemistry has lessened the projected RIFfing in the Science department.

"...it is probably safe to say [that] there will be less RIFfing required [than the original estimation.]"

—LEA President Margaret Schwartz

According to Waring, decisions regarding who will fill the assistant principal positions will also affect the number of teachers transferred. If the positions are filled by candidates who are not currently high school teachers, more people will have to be transferred. Superintendent of Schools Philip E. Geiger currently estimates that the equivalent of 4.5 full-time teachers will be involuntarily transferred, probably from the art, physical education, math, and science departments. If teachers refuse to be transferred, they will not be rehired.

Seniority will be the key factor in determining which teachers in a department will be transferred, as stipulated by the teachers' contract with the school system. According to School Committee member Judith Leader, the teachers "vociferously argued" that seniority be the most important consideration when making RIFfing decisions until the new evaluation system takes effect next year. According to Geiger, "experience, credentials, and individual considerations" regarding areas of teaching expertise will be factors in determining where a teacher is transferred to.

The math department may face the transfer of one teacher, probably Benjamin Levy, to another school unless Superintendent Philip E. Geiger allows math teacher Anthony Guerra to leave the school system without fulfilling the agreement he entered into when he spent the first half of this year on sabbatical. Guerra agreed (as do all teachers who take a paid sabbatical) to return to the school system for at least a year after his sabbatical. He has, however, been offered another job which he wishes to take, at the end of this year if possible. Geiger has stated that he does not wish to create a precedent to "forgive" sabbatical leaves in this manner. Furthermore, the school system could face a taxpayers suit if Guerra is allowed to leave. Levy will probably be offered a position at Clarke Middle School as a Math/English teacher, which he says he will not take. "I'm not a middle school teacher. I'm a high school teacher [and] not simply a tool who is interchangeable with other tools," said Levy.

"I'm not a middle school teacher. I'm a high school teacher [and] not simply a tool who is interchangeable with other tools."

—math teacher Benjamin Levy

Faculty Committee, S.C. Discuss Staff Discontent

By Sara Dempster and Charles N. Giller

A newly created Lexington High School Faculty Coordinating Committee (FCC) recently met with two Lexington School Committee members to discuss the teachers' increasing dissatisfaction with the school system's administration. As of press time, the School Committee planned to meet with the LEA Executive Board in "professional consultation" on Monday, May 8. On April 6, the FCC also met with Superintendent of Schools Philip E. Geiger.

In early February, at a meeting called by math teacher Benjamin Levy, LHS faculty members nominated seven representatives to serve on the FCC.

In a memo dated January 24, Levy wrote, "Teaching is an important and complicated job, and we Lexington High School teachers do very fine work. We must not allow others to dictate the dimensions of our task and coerce us to become mere purveyors of information."

Levy suggested forming a committee "to act in concert" with the Lexington Education Association (LEA). According to Levy, the FCC's purpose is to deal with faculty concerns that are "more proper for the faculty to address directly and not through the union," and "to work collaboratively with the administration and School Committee in pursuit of excellence."

"We've been troubled by the developing climate in the schools, [and] by the Superintendent's public comments, which seem to many of us derogatory towards teachers,...and which exhibited a fundamental lack of respect for the teaching profession — a view of teaching as a mechanical task and a view of teachers, to use [Geiger's] phrase, as 'tools of instruction,'" Levy explained.

"We feel that we're being managed rather than [receiving] educational leadership," said FCC member and social studies teacher Elaine Engelberg, "and I don't see any interest in really getting at educational matters. It seems to

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"We feel we're being managed rather than [receiving] educational leadership."

—social studies teacher Elaine Engelberg

Faculty members take part in the silent march organized in support of K-12 Math Coordinator George Gearhart. See story on page 6. Photo by Peter Robertson

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Union Elections

Sandberg Complains of Procedural Errors

By Sharon Glick

Lexington High School special needs teacher William Welch was recently elected President of the Lexington Education Association (LEA) for the 1989-90 school year.

Welch, who has been president of the teachers' union three times previously, in 1973-74, 1982-83, and 1983-84, won the election with 162 votes to elementary school art teacher Richard Sandberg's 143 votes.

Sandberg, who served a term as President during the strike year of 1987-88, is contesting the election on the grounds that the LEA Executive Board interfered with the election process and that Welch did not meet the nomination deadline.

"I felt that some mistakes were made in the conduct of the election," said Sandberg. "One point was that I don't feel that Mr. Welch's nomination was timely...The nomination was submitted after the deadline."

He continued, "The other reason has to do with the way the bylaws separate the conditions of the election with the Executive Board...The board cannot interfere with the election. It has to be conducted by an impartial committee [the Elections Committee]. I felt that the board interfered with that committee's work."

"I felt that some mistakes were made in the conduct of the election."

—art teacher Richard Sandberg

Sandberg has claimed that the Executive Board interfered "by extending the deadline for nominations and by claiming that the deadline set by the nomination committee wasn't effective."

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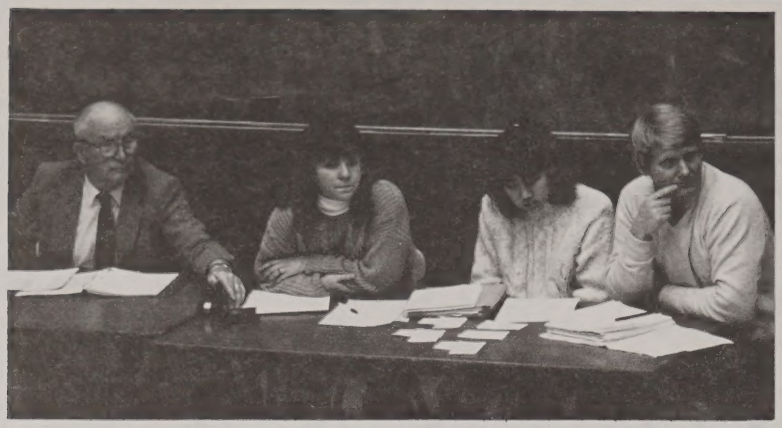


Senate Parliamentarian George O. Southwick and this school year's Executive Committee, Moderator Janet Doherty, a senior, Secretary Patty Tung, a junior, and Assistant Moderator George Mechem, an English teacher. Photo by Mako Yoshino

Graduation Bill Debated

Senate Passes Anti-Litter Bill ; Quad Bill Vetoed

By Carol Sohn

The Lexington High School Student/Faculty Senate discussed a bill on May 3 that would have changed an administrative decision that allowed only one student and one guest speaker to address the crowd at Graduation. Since May 3, the administration has granted a format similar to what the bill called for. The bill states that Senior Class Council may invite speakers "consisting of the Class President as Master of Ceremonies, two other student speakers, a teacher speaker and a guest speaker." Essentially, the bill would return the graduation format to the format used in the past two years.

Senator Alex Phillips, a senior who co-submitted the bill, said that seniors, who are "the major players in Graduation," should "have a say" in the ceremony. He added that over 160 seniors had signed a petition asking for more input regarding the event.

Math teacher and senator Benjamin Levy said in response that the bill "goes too far [and] assumes that Graduation belongs to the seniors. [Graduation] belongs to the whole school...This bill denies the legitimate role that [many] other people have in Graduation." Levy also said that he thought the bill was an "outrageous move."

LHS Principal Michael G. Waring agreed, saying that the seniors' "demeanor during the ceremony is very important" and that "if it's marred in some way,...it's something we all feel bad about."

Senator Chip Giller, a senior who co-submitted the Graduation Bill with Phillips, said that he was "angered by the administrators' decision" because it "unilaterally" decided to alter the graduation format. Sophomore Palyn Hung, another senator, also said that the event was a time to "celebrate the seniors' achievements." Fellow senator George Cooley, a junior, added that limiting the number of speakers at Graduation would be a "negative way" to end the year.

Also on May 3, the Senate passed a bill that calls for an "anti-litter campaign" that would help clean up the high school campus. The bill, submitted by Giller, requests that the assistant principal for student affairs, the assistant principal for buildings and facilities, and the Social Climate standing committee organize the anti-litter campaign within three Senate meetings. The bill also asks that a program to "substantially reduce" litter in the future be recommended to the Senate.

Two weeks earlier, the Senate amended and repassed a bill that allows for the "quiet gathering" of students by the quadrangle located in front of the main building. The bill states that the quad will also be open "to all students during lunch blocks," but will not "initially be a designated eating area."

> "[Graduation is a time to] celebrate the seniors' achievements."
> —Senator Palyn Hung

On a memo dated April 27, Waring announced his veto of the Quadrangle Bill, noting that "the revised quadrangle bill remains too vague." The bill had proposed that each month a Senate subcommittee reevaluate the status of quadrangle use and make a recommendation to allow eating there, keep the area open "excluding eating privileges," or close the area altogether. Waring said that to allow eating in the area would be "a major headache."

Earlier, senator Peggy Dyro, an English teacher, raised the point that eating privileges would give a bad impression to "people who are visiting the school," since the quadrangle is "right...in the middle of the school campus."

Also in a memo dated April 27, Waring vetoed the Grade Card Bill, which stated, "teachers shall be required to turn in their grade cards no earlier than one week after the end of each quarter."

Because there was no quorum, the April 26 Senate session was cancelled.

On April 5, the Senate met in separate committees to discuss various bills and proposals. The School Climate Committee considered the usefulness of substitute teachers, who may be unqualified to teach students new material.

The Elections Committee discussed the issue of tie votes and on April 12 called for a bill that would "specify what consensus is needed" for a clear win. The Social Action Committee, chaired by social studies teacher Elaine Engelberg, announced that an upcoming bill would propose the opening of the grassy area between DEF and ABC buildings for gathering, but not for eating. Engelberg said that it would be "very exciting and very good" to open up that area.

News Briefs

7 Awarded at State Science Fair

Seven Lexington High School students were award-winners at the 40th annual Massachusetts State Science Fair held on April 28-29 at the Massachusetts Institute of Technology. The seven were chosen from among a field of over 200 contestants which included nine LHS students. An approximate total of 100 awards were presented.

Five LHS students were second award winners.

Junior Anne Chen won a 2000 dollar scholarship to attend the Pacific Northwest Laboratory in Seattle, Washington for an honors summer program in marine biology. Gilette Company awarded 500 dollars cash to junior Christina Chu.

A 300 dollar grant to attend the MIT ESP summer course went to junior Juhan Sonin. Junior Peter Welch received an award of 250 dollars from the Society for the Advancement of Material and Process Engineering. The Coalition for Reliable Energy awarded junior Eleanor Menzin a prize of 250 dollars.

Junior Venktesh Ramnath and sophomore Anjan Mukherjee were third award winners at the fair.

LHS chemistry teacher Judith Masselam, who attended the fair, said she felt that "other years we would have had some firsts but it was an extremely competitive fair this year with some extremely competitive projects."

Masselam explained that some schools have courses directed specifically at doing projects for the science fairs, but the LHS students were "self-driven."

"They deserve a lot of credit. They certainly earned what they got." she continued.

New Rubbish Containers

Last month marked the arrival of 18 new trash containers on the Lexington High School campus. According to Acting Assistant Principal for Buildings and Facilities Anthony Capezza, he was told by members of the Lexington Community that the existing trash barrels "look like hell." In addition, he said, Superintendent of Schools Philip E. Geiger also voiced displeasure, asking, "Can't we do something [about the rusted barrels]?"

Capezza said that he made inquiries about repainting or replacing the old barrels which were painted blue and gold last year as part of Pride Week I festivities. After consultation with other administrators, Capezza contacted a company in Minnesota that sold the High School the new gray containers for 180 dollars each. The money will come out of the current school budget. He said that the new containers were purchased for "beautification" purposes.

LHS Improves Opportunity to Recycle Paper

By Dena Weinstein

Lexington High School, in conjunction with the town of Lexington, has initiated two new recycling programs in response to growing environmental concerns.

The lunch tray recycling program, which began during the first few months of the school year, was a direct result of a petition circulated last year by senior Janet Doherty, who was unhappy with the disposal of non-biodegradable styrofoam lunch trays.

Amy Wagner, the school system's representative to the town's waste management committee, said, "In response [to the petition], the school system hired CRINC to set up tray collectors at Clarke last year. This was a pilot program for CRINC as well as the school system. The program went so well at Clarke that it was expanded to include the high school this year."

Styrofoam trays and all other plastic material, such as "sporks" or plastic sandwich bags, are recycled. Acting Assistant Principal for Buildings and Facilities Anthony Capezza said, "After the lunch blocks, the used trays are taken out to a metal holding bin. They are picked up weekly, broken down to their original plastics, and used again." However, he indicated that high school students do not seem to recycle as well as their middle school counterparts.

Capezza added, "The amount of recyclable material going out is not very substantial...It might be a result of our cafeteria setup, or perhaps the students at the middle schools are monitored more closely. I would think high school students would be more aware of the need for recycling."

"At the High School," said Doherty, the recycling program is "not as much [of a success] as we had hoped," but "in the middle schools we have had a high rate of participation and the kids really seem to be into it."

"We can't make people recycle," she continued, pointing out that the High School's spread-out cafeteria system does make a concentrated recycling effort difficult. "There's more supervision in the middle school system," she said.

The second program, the town-wide LEX-RECYCLE program, began at the schools just before February vacation. The High School is contributing to the town effort by recycling white paper in several areas of the school, and also by recycling newspapers in the library.

Acting Assistant Principal for Student Affairs Larry Robinson, who was involved in the implementation of the program, said, "The town is recycling newspapers, and the school had to figure out a way to get involved. We're so spread out that it is hard to manage, so we're phasing it in."

"[Yellow recycling bins] have been placed in the computer rooms, the science building, and the SAC [Student Activities Center]," Robinson continued. "The desire is that at some point the whole High School, and then the whole system will be involved."

Wagner explained, "We have also placed bins in the central office and in the Curriculum Resource Center at Clarke. Paper is being collected to reinforce and support the town-wide program."

> "I'm glad to [recycle], but no one knows about it."
> —freshman Heidi Chang

According to Doherty, survival science teacher Richard Thibeault has involved his classes in the recycling effort. Every Thursday during class his students go around collecting the paper from bins around school.

Some people have not yet fully adjusted to using bins instead of garbage pails for waste paper. A brief inspection of the Science Building revealed many garbage pails full of paper, and a variety of assorted waste other than the specified white paper in some bins.

Robinson said, "We're re-educating people to recycle paper they no longer want...It's important that everyone realizes what the bins are there for."

"It's vital that the teachers with bins in their rooms encourage the students to recycle," said Doherty, "otherwise the students don't know what [the program] is all about."

Freshman Heidi Chang said, "I'm glad to do it, but no one knows about it. I wish they would tell us more about what's going on."

Doherty explained that non-glossy white paper (lined or plain), computer paper, newspapers, and plain envelopes can be recycled.

Non-recyclable materials include magazines, cardboard, manila folders, wrappers, cups, tissues, napkins, and colored paper.

In helping to recycle the Student Library's newspapers, senior Alisha Bloom demonstrates the spirit that she hopes will save thousands of trees per year. Photo by Mako Yoshino

Forging Bonds in Central America

By Karen Mark

"What I learned is really something more personal — not just facts," said LHS junior Jessica Murray after spending three weeks, from February to March, building a child-care center in Nicaragua. "I learned more that I could have in two weeks — in four years — of school."

Murray went to Nicaragua with a group of 29 other people from all over the United States as part of *Jamitate y Pablo*, a Solidarity Brigade organized by the Nicaragua Network, which is now celebrating its tenth anniversary of working to bring solidarity to Nicaragua.

Murray first found out about the Solidarity Brigades through her mother, who is "very involved" with the Nicaragua Network. Her family received information about the brigades through the mail, and after reading it, Murray decided that she wanted to join one. Her interest in Nicaragua was not new, however. Previously, Murray had been involved with several of the issues of contra aid and solidarity and had taken part in peace demonstrations.

> "The building of the child-care center was the most amazingly hard work that I've ever done in my whole life."
>
> —junior Jessica Murray

Upon its arrival in Nicaragua, the brigade spent two days of orientation in Managua, Nicaragua's capital. Murray said that there was "great evidence of the [December 24, 1972] earthquake" in Managua because the country does not have the resources or the money to rebuild the city. Simultaneously, the city is dealing with a shortage of water. While she was there, the weather was "very hot," according to Murray: about 110 degrees Fahrenheit and humid. To combat the water shortage, the city is divided into zones. Each day, one zone goes without water.

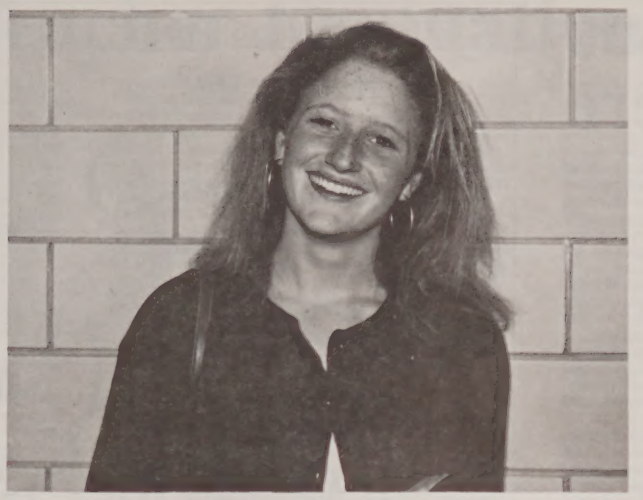
When in Managua, the Americans stayed in a hostal called *The Arlen Siu*, where they met up with people from Ireland, Germany, and other foreign countries who were also about to embark upon brigade missions. The United States group joined an eleven-member brigade from Bosca, Spain, which they worked with for the remainder of their stay in Nicaragua.

"It was so strange," said Murray. "When we arrived in Managua, we didn't know each other at all, and yet we knew that we would shower, eat, and even go to the bathroom together for the next three weeks." In the end, she said that everyone knew "everything about each other. We were like one big family. I was the youngest, and the rest were in their 20s, 30s, 40s. I really feel as if I've gained a huge family from around the world."

After its two-day orientation, the brigade left Managua for the three-hour drive to the coffee cooperative "La Pintada" in the mountains about six kilometers from the town of Matagualpa. According to Murray, the cooperative housed about "500 to 800" Nicaraguans who all worked on the coffee plantation.

On a typical day, the Nicaraguans would wake up at 4:00 a.m. to eat a breakfast of beans and coffee at 4:30. Then everyone, including children from ages eight through adult, worked. A few of the people laid out the coffee beans to dry and packed them for shipping while the majority went out to the fields to pick coffee. The plantation's main cash crop was coffee, but during the off-season, the plantation grew sugar cane, rice, and beans. Because of these other crops, the cooperative was mostly self-sufficient. Beans and rice were all that the people ate, and coffee was all that they drank, except for the very young children who had milk from the few cows that the cooperative owned.

Travel to the town of Matagualpa was difficult. Since the co-op members earned only about 50 cents per-week, according to Murray, no one on the cooperative had any kind of vehicle. Even if someone had owned a car, stated Murray, he or she would not have been able to use it because there were frequent gas shortages due to the war, and gas prices were therefore unstable. If a co-op member had a little extra money and wanted, for instance, some cigarettes, he or she would have to hitchhike or walk the six kilometers into town.



Junior Jessica Murray spent three weeks, stretching from February to March, building a child-care center in Nicaragua with *Jamitate y Pablo*, a program organized by the Nicaraguan Network. Photo by Mako Yoshino

"The building of the childcare center was the most amazingly hard work that I've ever done in my whole life," said Murray. She described the brigade's first day at the cooperative: "Just as it was getting light, at about 4:30 in the morning, we were led to a 45-degree angle hill covered with trees and other brush. We were told that we had to clear and level the hill and build the center on that site."

The brigades took one week to clear and level the ground. The remainder of the time was spent making the cement, forming the cement slabs with which the center was to be built, and building a retaining wall. Another brigade is presently in Nicaragua, completing the job. During most of the time, the brigaders worked by themselves, but on Sundays, the Nicaraguans' day off from picking coffee beans, these people would come and help build the center.

"The one thing that I regret," said Murray, "is that I didn't know more Spanish." Nonetheless, she managed to communicate. "Some of them [the co-op members] have been guerrilla fighters," said Murray, mentioning 22-year-old Mario, who fought with the Sandinistas against the contras in 1984. Caught in gunfire, he lost partial use of one of his legs and now also has one glass eye. "I said that he must hate the contras and America because of what has happened to him," recalled Murray. "Instead, he told me, 'Jessica, you can't use hate — it's hate that caused this war.'"

"I find it amazing that they are so compassionate," said Murray. "He told me, 'We just want the American government to leave us alone — to get rid of trade embargoes.' They are such nice people and the country is such a beautiful country."

When asked whether she will go back to Nicaragua, Murray replied that she would like to, if she can afford to, but not with another brigade because she would end up comparing it to the first one. "Maybe I'll go back by myself," she said, to study Spanish at the Nica School in Estilly during the summer or during a year off between high school and college. She said that she feels that there is much in Nicaragua that she did not have time to see. "I just have to go back," she said. "I want to at least see [the finished] center."

> "I really feel as if I've gained a huge family from around the world."
>
> —junior Jessica Murray

Murray mused more about what she had learned on her trip. "You come back here," she said, "and people are upset because their car has a problem, or they ripped their new jeans or spilled something on their shirt...I'm like that too."

But for the Nicaraguans, Murray explained, "Their day-to-day life is a problem...their children are dying [due to problems with the milk]...their country is at war." Yet, she said, "It's like they're living for something...They are such beautiful people."

On the Road:

Radicals, Confrontation, Speed of the City

By Jeff Geltman

Jeff Geltman, a former Musket *Features editor, graduated from the High School in January. He currently is traveling across the country. This article is the first of a two-part series.*

"I wasn't through roaming yet, something was driving me on, keeping me from settling down. I was still young, a born world-shaker, or just plain foolish."
—Lame Deer, a Sioux Indian writing about his youth

Together we march. "Stop the killing/ Stop the war/U.S. out of El Salvador," we chant until our voices are hoarse. Some rowdy college students scream: "One Two Three Four/We don't want your f--king war." With a stick, a feisty, long-haired man beats the rhythm of the chant on a stop sign. The police, clad in midnight-blue uniforms, stand before the iron gates of the White House. Amidst our furor, they stand passive, emotionless, immovable.

A square-jawed man starts to speak to the protestors through a bullhorn. The chants cease as he says, "I fought in Vietnam...three years in Vietnam...Like many other veterans, it took me many years to realize that the United States was the aggressor in that war."

The crowd howls in agreement. "And as we were the aggressors in Vietnam, so are we the aggressors in El Salvador," he continues, "70,000 people have been killed by the U.S.-backed armed forces..." He pauses dramatically, then hollers, "And this killing must stop!"

Like an assaulting serpent, we, as a mass, slither swiftly across the street, ignoring the green light, blocking traffic, marching towards the policemen. Anna, a small college student, is pushed by a fat policeman. A minor ruckus ensues as stolid police and angry activists shove back and forth. Just then, our street theatrical performance begins.

I am George Bush. A family of Japanese tourists, a throng of grey-suited businessmen, and some disheveled homeless men observe as I hand a bag, flowing over with monopoly money, to a man wearing a United States Army uniform. With a plastic watergun, he shoots five "peasants" (protestors wearing Central American peasant garb); under their shirts are balloons filled with red-dyed water.

Together, they emit hideous death-screams, burst their balloons, and slump to

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LHS Students Evaluate METCO

By Yeh-Jiun Tung

"It's worth it," noted sophomore Corey Witherspoon, summing up the feelings of many of the students who participate in the METCO (Metropolitan Council for Educational Opportunity, Inc.) program.

Senior Renice Pleasants likes the METCO program. As she noted "I wouldn't want to go to a Boston school." Photo by Mako Yoshino

The typical LHS student may not realize the daily sacrifices that METCO students go through: If the idea of getting up at 5:00 a.m. and riding a bus for two hours every day does not appeal to you, then do not consider being in the METCO program. For a METCO student, a typical day begins at 5:00 a.m. and ends at 4:00 p.m. Participation in school sports usually means arriving home at 7:00 p.m.

Sophomore Kerry Maraj has been in the METCO program since the seventh grade. Smiling, he said, "No problem." Maraj is content with coming to school in Lexington.

However, there are students who are not satisfied with journeying to Lexington for an education. Earlier in the year when there was the possibility of METCO's being abandoned, a freshman METCO student remarked, "I wouldn't care. Nobody cares about METCO."

Some METCO students mentioned that they would prefer to go to school in Boston with their "brothers." One problem noted by many is that there is a gap between the METCO students and the Lexington students. Yet, sophomore Louis Bullard disagrees, saying, "People get along all right, as far as I know. There are disagreements but it's not racial or anything."

Usually the a METCO student's parents make the decision to enter their child into the program. Corey Witherspoon's parents made the decision when he was in the second grade, and Witherspoon has been in the METCO program ever since.

Senior Renice Pleasants is happy with her involvement in the METCO program. "I wouldn't want to go to a Boston school," said Pleasants. Her main reason for participating is the quality of education available in Lexington and the influence of other Lexington students. She added, "Without METCO, I would have to go to a private school."

> "People get along all right, as far as I know. There are disagreements but it's not racial or anything."
>
> —sophomore Louis Bullard

Those METCO students who participate in sports face an even larger burden, returning to Boston two hours later than other Lexington students who participate in sports. During school vacations, some METCO students travel to Lexington to attend practice with their teams.

The METCO program may not be without problems, but in the words of sophomore Noel Deas, "We get along."

Contentious Atmosphere

The largest threat presently facing Lexington High School appears to be the ever-increasing rift between its faculty and the school system's superintendent. Clearly, if the school's climate is to return to an acceptable state, relations between the two parties must improve considerably. Although there undoubtedly are legitimate differences in their respective points of view, a natural way to improve the relationship would be to develop, through compromise, some common goals. Unfortunately, the major obstacle blocking such action is the antagonistic attitude that seems to have enveloped all involved parties.

Superintendent Geiger displayed his "us against them" mentality earlier this year with his comments on teacher "down time" in the *Lexington Minute-man*. His recent remark, calling teaching "a 60 percent job," did not mitigate an already tense situation.

The teachers, too, have exhibited more than their share of the "attack mentality," between their repeated verbal assaults on the Superintendent during faculty meetings and a recent demonstration protesting one of Geiger's acts. A mass gathering to protest the manner in which tenure was withheld from one colleague would probably not have occurred two years ago under the previous administration.

The formation of the seven-member Faculty Coodinating Committee to deal with such problems as school climate was a positive step on the part of the teachers. But meeting with Dr. Geiger to tell him "his leadership was a failure" was perhaps not the wisest approach. The Superintendent's hostility towards faculty complaints is a predictable result of such confrontational actions.

This year's *Musket* has not been innocent of raising the level of contentiousness, printing editorials which have harshly criticized some of the Superintendent's policies. But we have also been on the receiving end of hostility from that office. Dr. Geiger recently demonstrated his belief in professionalism by replying to a student *Musket* editor's polite greeting with a scatalogically profane description of *Musket*'s coverage this year. *Musket*'s responsibility is to make constructive criticism of school policies when we feel that these policies negatively affect the student body. We certainly hope that Dr. Geiger understands the role of the student newspaper at the High School.

The adversarial relationship that has evolved between the high school faculty and the Superintendent must stop immediately. Students' education is not served when both sides are circulating hostile memos that increase tensions.

If a supportive, educational environment is to exist at the High School, we must dig ourselves out of this hole of hostility and work towards reaching compromises before increasing extremism makes such action impossible.

RIF Reversal Benefits LHS

Through continued pressure from many fronts, Lexington has managed to avoid RIFfing any tenured teachers this year. This success in retaining the qualified teachers that the system sorely needs demonstrates the administration's capability to effect beneficial policies. The question remains, however, why the administration must be forced to do what is best for its own schools.

Why, indeed, did the administration struggle against keeping good teachers? Certain tenured teachers have been forced to work for months believing they would be laid off in June. Now all have jobs promised to them. One can only wonder how this reversal suddenly became possible.

The fact is that the jobs were always available; the administration simply refused to offer them. For example, a reduction in staff would have resulted in several classes of more than thirty students. It took weeks for the administration to decide that three classes of 24 students works much better than two classes of 36.

The original RIFfing proposed would have required math teacher Benjamin Levy to leave the Lexington schools against his will, while another math teacher, Anthony Guerra, would have been forced to stay. The rules say that any teacher who takes a sabbatical must then teach for at least another year, yet these rules can be waived. The administration even now refuses to acknowledge this as a valid option for fear of setting a new precedent. Fortunately, this stubbornness will no longer cost a man his job, although it may well cost him his position at the High School. This kind of stubbornness has no place in the Lexington schools.

The money has always been available to pay for additional teachers. In fact, the school budget received a significant increase for next year. Ironically, much of this money has been earmarked for the "teacher development" fund.

A major step has been taken in promising jobs to all tenured teachers next year, a step that is necessary in planning for the rising enrollments which will be arriving at the High School in only a few years. Still, the administration's reluctance to accept the significance of retaining talented teachers raises grave concerns about where the administration is trying to guide the schools. If educational excellence is the true goal, why does the administration wait so long before admitting that classes must be a reasonable size? Educational excellence is not achieved by forcing teachers to remain who no longer want to teach, nor is it attained by RIFfing talented teachers when the resources exist to keep them.

The new stance of the administration is appreciated, but it cannot hide its resistance to change. Lexington's schools demand more insight from their leaders.

—Jonathan Brecher

College Admissions Process

As the rewards and repercussions of several months of preparation for college admissions fall on Lexington's seniors, the admissions process ought to be placed in proper perspective. Too often, particularly within high-powered schools such as LHS, colleges' decisions are incorrectly taken to be gospel judgments of individuals.

A curious and speedy grapevine that relays throughout the school community who got in where and who did not may be a natural result of Lexington's competitive student body and human nature. However, such information does not reflect students' characters, moralities, or many of the other elements which make them the individuals that they are.

Acceptances and rejections basically depend on whether students' records are the type the school is looking for. That Jane was accepted to Harvard and John was not implies virtually nothing about the two as individuals, only that a committee in Cambridge liked Jane's academic and extracurricular record more than John's. Jane is no "better" than John as a result of such a decision. Although not usually so explicitly expressed, it seems that many students and parents do indeed judge a student's worth by where he/she was and where he/she was not accepted.

College admissions are not the definitive measure of a person's worth. Far from it, admissions are merely one step in each student's ongoing journey through education and life.

Such unsigned editorials express the general opinions of the entire Musket *editorial board.*

Letters to the Editor

Honor Society Presidents Evaluate Year

To the Editor:

Having been asked to evaluate the effectiveness and success of this year's National Honor Society, we, as co-presidents, would like to comment on some of the positive and negative aspects.

We'll begin the good things. NHS forces students to do community service that they otherwise would not do. The following are some of the programs in which NHS members have participated: Bristol Lodge, LABB, tutoring LHS students, Pine Street Inn, campus cleanup, blood drive, American Heart Association phone-a-thon, Walk for Peace, WGBH pledging, and Walk for Hunger.

Although for many members it is the first time they have participated in any community service, many have found it fulfilling and will continue. Generally, most members did not have problems completing their hours. People were concerned about whether or not their activity qualified as community service. One student, for example, was willing to re-do his hours because he did not feel they were beneficial to the community.

The problems with NHS arise from the ambiguous definition of community service. Although most members used meaningful activities, many were more concerned with completing their hours as easily as possible. We feel that there is a lot of room for improvement. For example, we recommend that there be a specific list of activities defined as community service, out of which students could choose what they wish to participate in. Another suggestion is a reduction in service hours, but a requirement of continued dedication to one organization throughout the year.

The primary reason for being on NHS should be to serve the community by giving your time, not simply to get a letter sent to your college. We feel that the school letters notifying colleges of acceptance to NHS and, on occasion, of dismissal are unnecessary. If students do not want to do community service, then they should not be on NHS and should not be threatened if they wish to leave.

All in all, this year has been gratifying for us as NHS presidents, but there are areas where improvements can be made.

Thank you,
Rachna Dang, Miriam Friedlander
Co-presidents of NHS

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Stricter Teacher Evaluations Needed

As talk of teacher lay-offs swirled through the High School during the past month, a latent flaw involving teacher evaluations emerged as a major problem.

Currently, when a department is forced to lay off a faculty member and all members are tenured, the teacher with the least seniority usually leaves. (Exceptions occur in rare cases where a staff member teaches a course which only he/she can, in which case that teacher may remain.) This rule is in the teachers' contracts and though not everyone may believe it to be the best policy, members of the LEA have agreed to it. The main exception occurs if a teacher has received a negative recommendation, placing him or her on tier 2. In this case, the teacher on tier 2 would be released before the one with the least seniority.

Before this tier system was implemented, a less clearly defined combination of experience and merit was used to determine which teachers were forced to leave. But the current system is more clear-cut and therefore has been agreed to by all involved parties.

The trouble is that many evaluators, i.e. assistant principals and department heads, are not strict enough in their evaluations. Good teachers are given good recommendations, but mediocre and poor teachers are not always given corresponding evaluations. Too often, the difference between the very good teacher and the mediocre one is not evident in their respective evaluations.

This inexactitude does not have many significant consequences while the number of staff remains fairly constant. But the School Committee's current budget, which Town Meeting has approved, was believed to necessitate the RIFfing (reduction in force) of several LHS teachers. Despite a 9.4 percent increase in the schools' budget, so many RIF's were proposed for several reasons, including declining secondary school enrollments, an increase in funds going towards consulting and other administrative fees, and an apparent desire by the administration to create nearly the highest possible student/faculty ratio allowed.

The problem arises when, with evaluators rarely giving negative evaluations, the order in which teachers are laid off is based mainly on seniority. By no means are the teachers with the fewest years in the Lexington system necessarily the poorest educators. Some of them are among the best.

But currently, the "RIFfing factor" is experience, not merit. Negative effects of such a policy were evident as some of Lexington's finest teachers were in danger of losing their jobs. Although the High School's tenured teachers have all been guaranteed positions *somewhere* in the system next year, the crux of the predicament — the inability to use evaluations as factors in lay-offs — remains.

It seems there are two possible ways to alleviate this problem in the future. The first is for the assistant principals and department heads to be less lenient in their evaluations. There are teachers within the schools whom many colleagues and students know to be quite a bit poorer than the teachers who may be forced to leave. If more of these

By no means are the teachers with the fewest years in the Lexington system necessarily the poorest educators.

weaker teachers were placed on tier 2, they would be first in line to leave when, for reasons good or bad, the administration laid off faculty. Such a change would help improve the quality of educators in another way as well. When a teacher is placed on tier 2, they are warned of their deficiency and therefore would try to improve (and subsequently be placed back on tier 1), whereas if they were not given a negative recommendation, they may not try to improve.

The second solution would involve a restructuring of the evaluative system. If, instead of the black-and-white alternatives of tier 1 or tier 2, there existed a range of clearly defined evaluative tiers, it might be easier for evaluators to place teachers in an appropriate tier. More importantly, this would create a convenient order in which teachers could be laid off when the need arose.

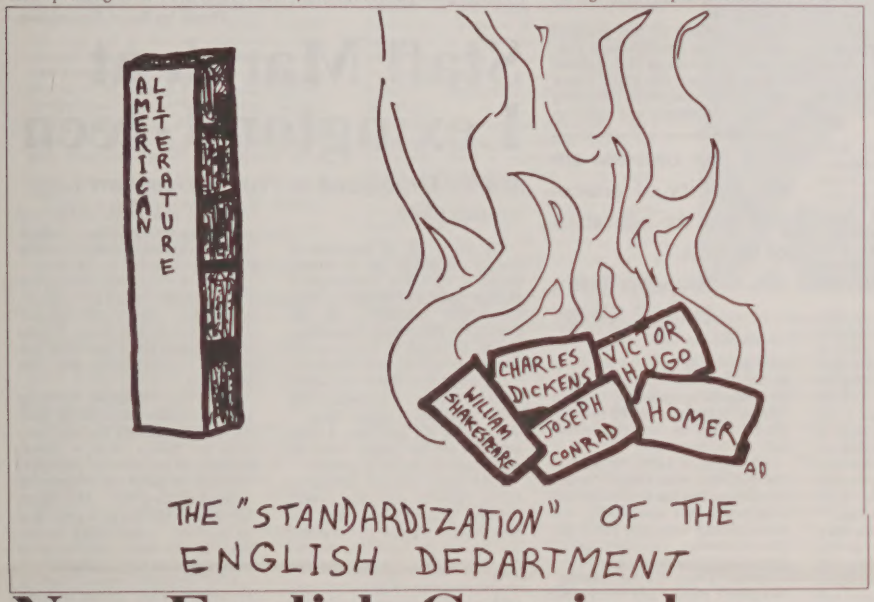
The key point is the importance of maintaining quality teaching. It, above all else, is the essential ingredient in the educational excellence which Lexingtonians are proud of.

Notwithstanding the staff's complaints concerning unfairness and incorrect procedure in the Gearhart affair, Superintendent Geiger's desire to raise the requirements for tenure is a step in the right direction and should help to improve the quality of teaching. Non-tenured teachers are the first to be laid off. Thus, if the poorer teachers are not tenured, then they will be the ones the school system loses.

Furthermore, although Geiger may have violated procedures and acted unfairly, that there was a movement to elect Gearhart "teacher of the year" is a violation of educational principles. He may or may not have deserved to have tenure withheld from him, but quality teaching is much too important to be used as a pawn in the struggle between the staff and the Superintendent.

Ultimately, a tightening of teacher evaluations combined with continued focus on the quality of educators ought to be two of the school system's highest priorities.

—Tony Castleman



New English Curriculum Narrows Literature Studied

Recent curriculum changes in the English department's offerings for juniors and seniors are unnecessary and harmful. Elements of Criticism, the current junior honors course, has been replaced by American Literature, and a new senior course, Western Traditions, has been substituted for Humanities and Philosophy Through Literature. Much of the literature, the core of English courses, has been altered, and the objectives have been modified.

As one might guess, in next year's junior course of American Literature, solely American works will be taught. William Shakespeare and Joseph Conrad will not be studied. This alone is a great loss. Sophomore English briefly exposes students to the complex writing of Shakespeare. This exposure is further developed, almost to the point of being a skill, during junior year when students read some of his more difficult works, namely *Macbeth* and *Hamlet*. If this acquired ability is left unpracticed, the building blocks of learning Shakespeare will be taken away from Lexington students.

Also, leaving Conrad's *Heart of Darkness* until senior year is a mistake. Joseph Conrad's writing deserves the careful and slow teaching it receives in classrooms now. Western Traditions, chock-full of literature, will rapidly expose many ideas, leaving little time to study complex works such as *Heart of Darkness* in any depth.

In addition to Shakespeare and Conrad, there are several other excellent non-American authors whom juniors will no longer have the opportunity to study. Indeed, in the current Elements of Criticism, less than half of the works studied are by American authors. Yet future juniors must read *only* American authors.

The literature to be taught in the senior honors English class, Western Traditions, is a combination of those currently in Humanities and Philosophy Through Literature. Since few books have been eliminated, a legitimate concern arises that the amount of material that can be taught in a year has been overestimated, thus decreasing the potential depth of analysis. Surely the reason behind offering two distinct choices for English is that the genres of literature chosen for each course correspond to the themes that each attempts to highlight. Combining the two separate courses crams too much material into too little time.

Aside from the changes in literature choices, one of the more disturbing results of the new curriculum may be an increasingly homogeneous outlook on the part of the students. The three courses being eliminated encompass the diverse ideas of the Far East, Africa, Latin America, and more, whereas, by the nature of the course titles alone, all of these opportunities are closed by the introduced classes. Outside reading options that currently encourage the sampling of works from other areas of the globe will disappear. In fact, nothing but Western authors will be taught from freshman year until graduation. Teaching the foundations upon which our culture is based is undoubtedly a necessity, but teaching it to the exclusion of other peoples' ideals and philosophies borders on chauvinism.

Teaching the foundations upon which our culture is based is undoubtedly a necessity, but teaching it to the exclusion of other peoples' ideals and philosophies borders on chauvinism.

On top of the excessive concentration on Western culture, the new approach will also shift the focus away from the ideas presented in the literature and towards the times and places in which the works originated. The course selection book describes the curriculum of Western Traditions as divided into four sections, based on the time period during which the literature was written. Humanities is divided into two sections, based on two types of thought, classical and romantic. Western Traditions boasts of studying the cultures in which the authors lived. Humanities stresses the themes in the authors' pieces, such as the nature of fate, reality, and God. History belongs in history classes; themes and ideas belong in English courses.

Furthermore, courses already exist that offer much of the contents of the new courses. For example, American Studies wraps history and literature together into a curriculum geared towards those wishing to gain a firm background in American culture and literature. Likewise, British Literature could satisfy those students who would prefer Western Traditions to Humanities or Philosophy Through Literature.

The availability of similar courses, combined with the narrowness of the scope of authors and the inevitable decrease in content, makes the elimination of these English courses a tragic mistake.

—Kristina Egan

Unfairness of SATs

Now that all the seniors' acceptance and rejection letters have arrived and everyone has survived the rush home from school to catch the mail, we can all begin to relax.

But however hard we try to forget the admissions process, many of us will always wonder and ask ourselves, "Why did Mary get in over me?" or "Why, of all students, did they reject me?" Many people will hear the answer, "Because of your board scores." If there is truth to that answer, then it's a real shame because SAT scores determine neither how smart a person is nor how that person will fit into his or her respective school.

The first problem has become especially prevalent recently. The SAT's are unfair because they favor the wealthier students. With the introduction of the Kaplan and Princeton Review courses, those lucky students who can afford the incredible prices can learn to "master the test," or at least considerably improve their scores. What about those students who cannot afford the extra 500 to 800 dollars to pump into one of these courses? They should not be penalized for not having as much money.

The privileged person should go into the SAT's with the same education as the less privileged person, unaided by any "how to master the SAT" course. But since too often this is not the case, the test does not give a fair representation of students' abilities.

A second question to consider is: Do SAT scores really indicate an individual's intelligence? Since success depends mostly on studying a list of about 500 words and knowing how to work with basic mathematical functions,

SATs determine neither how smart a person is nor how that person will fit into his or her respective college.

perhaps not. A broad vocabulary is not such an important element of a student's attributes that it should have such a large effect on admission to college.

Furthermore, the SAT's are a test taken in one three-hour period. In determining a student's intelligence and potential contribution to a college, one three-hour test does not even come close to comparing with four years of grades and activities.

Because of these reasons, SAT scores should have less influence in admissions offices. Colleges should put more value in grades, essays, activities, and recommendations than in the results of one three-hour test.

—Jason Kissell

S.C., Geiger Told of Faculty Dissatisfaction

Continued from page 1

be what I call routinization — just routines that are being worked out without really dealing with a lot of the real problems if we have them."

Levy said, "Dr. Geiger has made no effort to meet with the faculty and learn about us and what we do. He has been quick to make generalizations based on remarkably little information, remarkably few sources."

"I want a democratic process where [all of the relevant parties] sit down," stated Engelberg. "I resent the implication on the part of the administration that we don't like change. "

The FCC consists of Engelberg, Levy, science teacher Judith Cohen, foreign language teacher Michael Fiveash, science teacher Al Fruscione, and English teachers Patricia Maier and Kevin Murray.

According to Levy, after the April 25 regular meeting of the School Committee, he approached Chairperson Polly Woodworth to suggest that interested School Committee members meet with the FCC.

On Wednesday, May 3, committee members Woodworth and Albert Zabin did meet with the seven FCC members. Zabin said, "The meeting was just to have a discussion of common interests and common concerns."

> "I think that [the School Committee is] aware that there are problems...with respect to the climate and related issues"
>
> —foreign language teacher Michael Fiveash

Levy stated, "We had a good two-hour discussion of our perception of the condition of teachers at the High School and the obstacles that are in the way of our ability to address the problems of the school — those impediments to making this High School into the kind of institution this community again deserves."

Math teacher Benjamin Levy is one of seven representatives to the Faculty Coordinating Committee (FCC).

***Musket* File Photo**

"We talked a long time on teacher empowerment because that is a very large issue. Some of the administrators don't believe that teachers should be empowered...Decisions are made without any consultation of teachers," said Engelberg. "A school should represent an intellectual environment where people discuss things and try to find the pros and the cons and make resolutions. That's what we teach our students."

Fiveash commented, "I think that [the School Committee is] aware that there are problems, particularly at the High School, with respect to the climate and related issues, and they're aware that staff morale has a real effect on the kinds of educational services that are delivered to students."

"My feeling was that, yes, [Woodworth and Zabin] were going to act on [our concerns]," said Engelberg, "that they were genuinely concerned that you really can't run a good school system if you have so many teachers having questions about what's going on. Their concern was as overseers of the quality of the school system."

Levy stated, "The School Committee had a very positive reaction, they were attentive and listened carefully to what we said. It was refreshing that they were so willing to hear us out."

"I think that communicating a problem as clearly as you can to the people whose job it is to deal with it is a logical first step in dealing with it; therefore I'm encouraged," said Fiveash.

Of the FCC's meeting with School Committee members, Geiger said, "I don't think it's normally the appropriate form for faculty...I've said before, and I'll say it again, 'You can't pick and choose which year you want the School Committee to get involved and which year you want them uninvolved.'

"Last year, before I was employed, they criticized the School Committee for getting involved," continued Geiger. "Now they're eagerly soliciting the involvement of the School Committee...I don't blame the committee for taking the time to listen because they want to demonstrate concern. I don't think it's an appropriate request of the faculty because it's contrary to what they've wanted to do in the past."

Zabin stated that he felt the May 3 meeting between the two parties was appropriate. "I think that any faculty committee that's designed to meet and discuss problems and common issues with the administration and the School Committee performs a valuable service to the schools," he said.

At its April 25 meeting, the School Committee decided to hold a "professional consultation" with the LEA. Concern expressed by a town meeting member that tension existed between the faculty and the schools' administration was the catalyst for this decision. As of press time, the School Committee planned to meet with the LEA Executive Board on Monday, May 8.

According to LEA President and acting Science Department Head Margaret Schwartz, professional consultations are "provided for in [the teachers'] contract." These consultations are in "arrangement for discussing issues not subject to negotiation." Schwartz noted that "either party may call for one." She said that such occurrences are "not frequent."

The purpose of a professional consultation, said Geiger, is "basically to try to improve communications, to try to understand what concerns exist, and where we are and where we're going."

"It's an attempt to communicate. If the relationship is not one that's very fluid and very clear, then there needs to be more time to sit and talk to understand each other. That's the intention of the meeting. It means that we want to improve the relationships with the faculty," said Geiger.

Also at its April 25 meeting, the School Committee voiced a desire to meet with the school system's principals in professional consultation. This meeting occurred Tuesday, May 2. LHS Principal Michael G. Waring would not comment on the any aspect of the meeting.

In reference to the planned Monday, May 8 professional consultation between the School Committee and the LEA, Zabin said, "I think that we're just trying to discuss problems and come up with good solutions that are going to benefit education...The collective bargaining agreement calls for professional consultations between the LEA and the School Committee. It's not unusual."

> "My only concerns are the quality of education and the education of the kids."
>
> —Superintendent Philip E. Geiger

According to Levy, on April 6, the FCC met with Geiger "to tell Dr. Geiger that his leadership was a failure,...that the faculty was considerably unhappy, [and] felt that he was not consulting faculty in making major decisions."

It was "a very difficult meeting. We didn't expect any results but we gave a frank presentation of our views," Levy stated.

Geiger said, "I haven't formulated an opinion as to whether or not the outcome of that discussion has helped or hindered...There was a lack of clarity for me as to exactly what they would like to have done...I don't know if there is anything for me to follow up on. There was no tangible outcome of that meeting."

"[Geiger's] response was that we had closed minds and that we weren't listening to him," Engelberg commented. "He felt that we simply weren't receptive to his ideas...He felt that we called the meeting, in a way, to be confrontational.

"We called the meeting to have a dialogue, to genuinely talk about some of these issues," she continued. "He asked us at one point, 'Why am I here?' And we said, 'We really want to talk. We're not here be disrespectful; we're not here to say negative things; we're here because we feel that there are genuine problems that we have to talk about.'"

Geiger said, "I'm obviously trying to work on improving [my relations with the faculty] without necessarily saying to them, 'Whatever you want to do is fine with me'...That's the purpose of the meetings, trying to talk so that people understand each other."

Engelberg stated, "What's on my mind is the quality of what is a school education at this high school and I feel that, unless we really begin to examine some of the changes around the school, the quality will decline...I feel that if this is not a place that encourages teaching and encourages intellectualism, then what's going to happen is we're going to lose good teachers."

In response to faculty complaints about his priorities, Geiger noted, "My only concerns are the quality of education and the education of the kids."

Engelberg said, "I think that a good administration is one that supports teaching. That's what they're here for. [They've] create[d] an abstract structure with assistants and associate principals that have absolutely nothing to do with teaching and the houses, and who aren't really concerned about your schedules and how you teach your five classes, and who don't teach any more themselves."

Geiger commented, "Faculty members have come up and said to me that the school's environment is significantly better this year than before. I've had no one come up and [say], 'The quality of the environment is not as good as it was last year.' No one has come up and said to me, 'I really hate these changes.' People have been laudatory of these changes."

Engelberg stated, "I want an objective measure of what exactly [the administrative] structure has accomplished because I feel very strongly that a lot of it is just a self-fulfilling prophecy...— the attitude if we're doing it, it must be right. Well, is it? Is it any better than it was before?"

Geiger said that he was not aware that he was meeting with a representative body during the April 6 session with the FCC. "Levy called up and [asked if I] could meet with some people, and I said sure. I didn't realize that they had an official position."

According to Levy, Geiger is "misremembering" Although Levy arranged for the appointment with Geiger's secretary, he noted, "When we met, I began the meeting explaining how [the FCC] came to be."

Geiger said of the FCC's existence, "If [teachers] create a body, then I'm happy to talk to it. I'm happy to meet with anybody. I met with them, and I said, 'If [you] want to meet again, I'll meet again.'"

LEA Vice-President Anthony Circo (left) addresses K-12 Math Coordinator George Gearhart during the April 18 march.

Photo by Peter Robertson

Staff March at Lexington Green

March Organized to Protest Gearhart Loss

By Annika Hipple

On April 14, in reaction to Geiger's decision not to recommend K-12 Math Coordinator George Gearhart for tenure, more than 300 members of the Lexington Education Association (LEA) gathered at 7:15 a.m. to march around the town's Green.

Although the march was ostensibly a response to the tenure decision, Gearhart himself said, "I don't think it's just me. I think teachers are not happy with the way things are going in general."

LHS math teacher Benjamin Levy said he felt the march showed "general discontent." He said that the purpose of the march was "to tell the town that the professional community is diminished when someone of George Gearhart's stature is not retained. Our professional judgment is that Gearhart is a very fine colleague."

> "[I was] surprised but pleased at the number of people who showed up."
>
> —George Gearhart

Levy said he felt this aim was accomplished, while Gearhart was "surprised but pleased at the number of people who showed up."

Levy also noted, "The Gearhart loss was the immediate issue, but the march was expressive of other dissatisfaction as well."

However, Geiger stated, "The march was in support of George Gearhart, and I can understand people supporting George. I think that the characterization of it being more than that is incorrect. [Teachers from all Lexington schools] were invited for a specific purpose. They went for that purpose and, in fact, some of them were annoyed that a new twist was put to it — that was not why they were there."

LEA Vice-President Anthony Circo, a middle-school social studies teacher, stressed that the decision to march was a direct response to requests by individual teachers for some sort of action in support of Gearhart. The march format was chosen as a good way to increase "community awareness" and to show "the extent of our support for Mr. Gearhart."

LHS English teacher Patricia Maier called the march a result "primarily of the Gearhart evaluation procedure — the tenure question." Yet, Maier added, "I think there was also some general dissatisfaction involved."

According to Maier, the march wzs organized "both to show and feel unity of teachers, and to indicate that we feel strongly [about the Superintendent's decision]." On whether this goal was attained, Maier said, "Whenever people work together, there's bound to be something accomplished."

When asked if the march was intended to encourage Geiger to reconsider his evaluation of Gearhart, Maier said, "We hope [Geiger] will always reconsider his decisions." However, Gearhart does have a job waiting for him when he leaves Lexington in June — as assistant superintendent of schools in Marblehead.

Jazz Musicians Play in Harmony

By Abbie Weber

We've all heard about the Lexington High School Advanced Jazz Combo and its rise to national rank. We know it took fourth place at MusicFest USA April 27th and is invited to perform at the Hatchshell Saturday May 28th, but what do we know about the actual musicians, how they function and their feelings about one another and their music?

Predictably, the first thing on their minds these days is MusicFest. 300 to 350 groups from the junior-high-school to adult-community level were accepted. Big bands, jazz choirs, electric combos (everything synthesized) and, of course, small jazz combos participated. Each group got one chance to perform in front of the judges.

So where did the LHS combo begin? For four out of the six musicians, their musical training began in the elementary instrumental music program. The jazz combo, in its present form, came together through auditions. Interested parties played together in different styles and songs and from there the final six players were selected. These six are senior Peter Adams (keyboards), senior Tony Callis (drums), senior Josh Prensky (percussion), junior Rony Sarker (guitar), senior Torkel Svanes (trumpet), and junior Doug Thompson (bass).

> "They care about each other as musicians and as friends."
>
> —Director Jeffrey Leonard

What is it that makes the Advanced Jazz Combo excel? "We have the ability," explains Thompson, "but we work hard — that's the most important part really."

Acting Music Coordinator Jeffrey Leonard, the combo's director, gives a further explanation: "This is a group that functions the way a musical group should. If one individual is having an off night, then that night's performance is as good as the individual's performance. They function as a unit. They care about each other as musicians and as friends. The bonds they are forming here, I feel, are some of the most important ones that they will form in life. They really care for each other."

Like any family, each member plays a specific role. Leonard describes his advanced jazz family: "The individual musicianship is remarkable; such a collection of talented people. The fact that someone like Doug has only been playing for two years is also remarkable.

"They simply devour the hardest music I can give them. They seem to thrive on challenge, which makes it a challenge for me to stay on top.

"I'd be remiss," Leonard continues, "if I didn't mention particularly Tony and Peter. They are the veterans of the group and provide much of the leadership and drive. I think the world of Tony Callis. He's always been in the spotlight but he has no compulsion to be the star. His drumming drives the group, yet he lets the group be the focus. His attitude is up there with the best of the pros. It's amazing how delicately he plays. He's got a real sense of musicianship; he plays the music and never overpowers it.

"Peter Adams is the musical heart and soul of the group. He's the one everyone looks to for instruction and leadership and he always provides it. He's responsible in one way or another for 50 percent of our repertoire because he is so motivated and so musical. His music is a 24-hour passion. There is no question in my mind that one day we'll be saying, 'Yeah, Peter Adams, he went to LHS. We knew him then.'"

Despite the fact that Adams and Callis have performed in previous years in the Advanced Jazz Combo, Leonard also emphasizes the contributions made by the remaining four members. "Doug works incredibly hard. He's always trying to improve himself. He's a perfectionist, always listening to himself and critiquing to make himself better in his own ears. It's not something he hopes for, its something he actually works for.

"Rony's the quiet industrious one. Another one who really works hard in his instrument. Because of his ability, we've been able to utilize the guitar in a way we've never been able to before. Using it as melody, harmony and rhythm. It becomes a *complete* musical instrument in his hands.

"Josh is an excellent drummer. He's playing percussion by virtue of Tony's veteranship. He's a musical sponge, just dying to absorb everything he can about music. This is the first year we've used percussion and it has really been a precedent-setter. I'd do it again and again because of the work he has done. He's very diligent, very hard working. He's very turned on by music. He gets very fired up by anything that is done well whether it be rock, classical, anything. He also has a great personality. He's the entertainer of the group. He has insights into everything we do and can present them in an entertaining and constructive manner.

"And finally Tork. Tork, along with Peter, is the instrumental music department work horse. It's amazing the amount of responsibility he has around here that he carries easily and well without complaint. He's the first and solo trumpet in Marching Band, Concert Band, Wind Ensemble, Orchestra, Jazz Ensemble, Pit Orchestra and Advanced Jazz. He gave up hockey to devote himself to the music department. I regret that he had to do that, but I am thrilled to have him. It was nothing I'd ever asked him to do. He is also genuinely kind and giving to everyone he meets. I have never met anyone with anything bad to say about him. He is on his way to becoming a very good jazz trumpeter because he has worked at it. He has tremendous responsibility of being the only horn playing extremely hard pieces and he's doing and not struggling — he's doing a superb job."

Guitarist Rony Sarker, a junior, strums his guitar as senior Torkel Svanes plays in accompaniment. Photo by Mako Yoshino

In turn the members are quite fond of their director. "He's really motivating," says Svanes. "He knows how to teach the stuff and he knows how to get you interested. He's always there as friend too...Since I was a freshman, I respected him and looked up to him, but since going to the competitions and seeing other directors, I realized totally how lucky I am...We all do," notes Sarker.

Thompson also feels respect for his teacher: "He's the best teacher I've had in my life, not just a nice guy. He teaches you how to improve"

The combo is just one of the many jazz groups in the High School's music department and it is a widely respected part of the department. Intermediate jazz student Anjan Mukherjee states, "The thing that makes them so unique is that every player is technically excellent yet they can function...better as a group."

Leonard, describing the effect the group has on others in the jazz program, asserts that "none of them have big egos, they're all friendly people. They're not out to impress; they're out to inspire themselves and others." Junior Anna Freitas, who also studies jazz at the intermediate level, feels that "they're really inspiring. They're a band; there's no one focus. Everyone's pretty much equal, which is good."

Heading into MusicFest USA, Rony simply hoped to "have the group do the best representation of what we can do, and have a great time."

On the Road: Washington, D.C.

Continued from page 3

the cement, clutching their red "wounds": A"die-in." The police warn the "dead peasants" that they are blocking a White House entrance.

After five minutes, the supine peasants are dragged off to police paddywagons. We flock towards the wagons, chanting.

As things quiet down and the demonstration ends, I turn to
Doug, one of the protest organizers, and blurt, "Wow, that was wild!" He frowns as he mumbles, "Naw, it wasn't confrontational enough."

Adrenaline rushing through my veins, I walk past decrepit D.C. tenements to the CISPES (Committee in Solidarity with the People of El Salvador) office. Doug is soon busy arranging a U.S. campus tour for two Salvadorean student-revolutionaries.

The political activist's work is ceaseless.

I volunteer at CISPES, staying at a house occupied communally by CISPES workers. Most arrive at the office at eight in the morning; their workday ends, voluntarily, at nine or 10 in the evening.

At the breakfast table, I hear someone sarcastically reading snippets from articles about El Salvador in *The Washington Post*. "That reporter is probably paid-off by the CIA," another person says through a mouthful of cereal.

One typical eleven o'clock dinner conversation centers on how to escalate our anti-war movement without attracting too many violent anarchists (we all agree that acts of violence turn public opinion against us, but that we have to appear militant enough to be a powerful public voice). These radicals are almost all characterized by extreme dedication, serious sacrifice, and unwavering militance.

I stay with Doug Calvin, the college drop-out turned national student organizer in the El Salvador protest movement, who tells me a story that well describes his clan: At a hotel in Boston, a conference was held by military arms contractors on "How to Sell Arms to the Third World." Doug and a few friends printed up a couple hundred pamphlets reading: PROFITS FOR FEW/DEATH TO MILLIONS. They strode into the hotel, handing leaflets to arms contractors, hotel residents, workers — anyone they could reach. The police soon escorted them outside. Doug and his friends climbed a tree and entered an upper-story window. The police rediscovered them. A policeman took Doug, alone, into an elevator, handcuffing him. Doug sank to his knees, passively resisting arrest. The policeman sent the elevator to the basement, tightened the handcuffs, and told Doug that he would continue to tighten until Doug got up. When the cuffs began to dig into his wrist's radial nerve, Doug stood up. His wrist is still injured, three years later.

"What," I exclaim, "that's torture!"

Doug casually drawls, "Yep, Jeffer, even in the good ol' U.S. of A."

There exists a common bond that unites these activists, keeps them willing to endure hardships. Many are in financial ruts, most have spent jail time for acts of civil disobedience, some have come under military fire in El Salvador. They are true idealists, actual believers in justice.

These radical activists seem to comprehend how the world is interrelated, how the United States affects El Salvador and other third world nations (our government sends 1.8 million dollars per day to the military of El Salvador), how our current system is producing economic, social, and environmental woes.

> Like an assaulting serpent, we, as a mass, slither swiftly across the street, ignoring the green light, blocking traffic, marching towards the policemen.

And, unlike other people who take notice of these issues and problems but fail to act, these CISPES activists, working 11- and 12-hour days, living in a poor neighborhood in Washington D.C., branded as hopeless, deluded Communists, are willing to dedicate a part of their lives towards ameliorating these ills.

I depart from the Washington D.C. neighborhood, with its carhorns at midnight, wandering prostitutes, blatant drug-pushers, and vacuous factories, for the open sky and rising mountains of the Shenandoah Valley, Virginia.

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A group of sophomores enjoy the springtime weather by eating lunch outside near C-House.
Photo by Mako Yoshino

LEA Election Disputed

Continued from page 1

According to current LEA President and Executive Board member Margaret Schwartz, a notice was sent out on March 2 soliciting candidates and announcing that the election would be held. On March 9, the executive board met and at that time "knew of no candidates for a couple of offices."

"The initial notice said the 14th of March would be the final date for candidates to file," she said, but "faced with the prospect of a dearth of candidates, the board voted to extend the deadline to Friday, March 17."

> "...I thought that it was time for the LEA and the School Committee to try to work together again."
>
> —LEA President-Elect William Welch

Schwartz said that she saw Welch on Saturday, March 11, and at that time he mentioned to her that he was planning to run for LEA President. "On the 17th, Mr. Welch set out at 1:30 to deliver his nomination papers to Mr. Shea [Social Studies Teacher Paul Shea, Chairman of Elections Committee]. Unknown to Mr. Welch, Mr. Shea was ill that day." Schwartz said that Welch was "seen at his task by half the world," and "assisted in his search" by several teachers.

"At 2:30, Mr. Welch initialed and dated the papers and left them in Mr. Shea's mailbox. Mr. Shea did not physically get the papers until the following Monday when he came in," Schwartz explained.

She said that one memo from LEA Vice-President Anthony Circo "did not specify" the exact time of day that nomination papers were due, but "a later memo out of the LEA office said two o'clock." In addition, Schwartz mentioned that the minutes of an Executive Board meeting do not say 2:00 p.m., but that "two o'clock is the traditional cut-off time."

According to Schwartz, "Sandberg is charging that Mr. Welch is not eligible" because his papers were dated one-half hour later than the specified time.

Sandberg also charged initially that the Executive Board did not have the right to change the nomination deadline date from the 14th to the 17th, said Schwartz.

"There was no challenge to [Welch's] position on the ballot until after the election," she said.

"As soon as I figured out what happened I filed a challenge to the election," said Sandberg, "The Executive Board of the LEA met with me twice and each time they determined that there was no violation, that it was a valid election."

"I still feel a mistake was made. I have what I feel is pretty hard evidence [that the board interfered,]" he said. "The board has admitted to not complying with bylaws on several other counts."

Sandberg said that on May 2, he "filed to bring the matter to the MTA [Massachusetts Teachers Association.] I requested a written legal opinion of whether any of my legal claims are valid or not."

Only the president of the LEA can make such a request; therefore, Sandberg asked Schwartz to do so.

"He has asked for a written legal opinion on the validity of his charge," affirmed Schwartz. When asked if she would ask for the opinion, she said, "Sure. Yes, we have...and Mr. Sandberg has submitted his documentation."

However, she said the Executive Board, in meeting with Sandberg for at least two hours "considered all the issues of his charges" and "decided that there was no reason to consider the election anything but a valid election — and by extension we don't consider his charges serious enough to warrant any immediate action."

Welch, who will commence his term on July 1, said, "I ran because I thought that it was time for the LEA and the School Committee to try to work together again — like we did earlier in the eighties — to avoid wherever possible the needless waste of energy and time and money."

Regarding relations with Superintendent of Schools Philip E. Geiger, Welch said, "my expectation is that they will improve...How could they get much worse?"

This year the union will be negotiating for a new contract. In November 1987, a break-down in negotiations for the current contract resulted in the week-long teachers' strike.

Schwartz, commenting on her term in office, said, "It's been an interesting year...I didn't accomplish all that I had hoped to." When asked what she felt she had accomplished, Schwartz responded, "Kept us [LEA] visible. We're organizationally quite strong. We will become stronger. I think we've laid the groundwork for the negotiations that are going to come along."

She added that she would have liked to do "a great deal more of internal restructuring," to have "implemented data processing files," and to have created "a smoother, better running organization."

Schwartz said that she "may well run [for LEA President] again at some point."

In other LEA election results, Bowman Elementary School teacher Jo Ann Wortman was voted in as Vice-President and high school math teacher Russell Goodwin was elected to be the high school representative to the Executive Board.

Foes Stunned by Netwomen

Continued from page 10

"She gave up in the second set," said Tenpas. "I also played better...When I'm winning I have more confidence. The first set was a real fight."

Ramnath overcame a poor first set to post an impressive 2-6, 6-2, 6-2, victory, showing determination and composure not seen in many rookies. She closed out her match with some aggressive net play in the last game.

"It was hard — the wind was horrible, " said Ramnath. "I just kind of forgot about the first set. [In the second set], I tried something new — serve-and-volleying."

At first doubles, Herrmann and Marques dropped the first set 5-7, but breezed through the second, 6-1. Then the pair faltered, losing the third, 3-6.

"We blew it," said Herrmann, "We could have won the third set."

Earlier in the week, Lexington traveled to Woburn and returned home with a 5-0 victory. Glick crushed Kim Bolton, 6-1, 6-0, while Tenpas did the same to Anne Choquet, 6-1, 6-1. Ramnath made her singles debut in style, whipping Woburn's Laurie Sullivan, 6-0, 6-0.

Herrmann and Marques, playing together for the first time this season, defeated Sandy Harding and Ace Poomhirun, 6-1, 6-4. Woodbridge and Woodbridge swept Jean Ditullio and Wendy Saraco off the court with a double bagel, 6-0, 6-0.

During the first week of matches, Lexington was without both Herrmann and Estow (French Exchange), but used its depth to nail down victories over Stoneham, Melrose, and Belmont.

At home against Belmont, the netwomen triumphed, 5-0. Glick, at first singles, posted a 6-2, 6-0 victory over Nova Najarian. Tenpas similarly destroyed Michelle Hayes 6-0, 6-1, at the second spot.

Playing first doubles, Woodbridge and Woodbridge beat Susan Condelli and Leslie Pini, 6-4, 6-3, while junior Jen Casper and Ramnath teamed up to take care of Kara Quirk and Maura Connolly, 6-3, 6-2, at second doubles.

In the third singles slot, Marques beat Belmont's Andrea Dastoli, 6-2, 6-2. Marques played singles all week Herrman was gone.

"[Playing singles] is a lot different," said Marques, "I miss my partner. It's a new experience. I think I've benefited from it actually — it's given me more confidence.

"Playing singles, I have to be able to pull myself out of a hole. With a partner you work with each other and help each other out," she said.

In the Melrose match two days before, Lexington opened its home season with a 3-2 win. The three singles players came through with the crucial victories, as both the first and second doubles teams dropped close matches, 4-6, 5-7 and 5-7, 4-6, respectively. Glick won 6-1, 6-2; Tenpas, 6-2, 6-1; Marques, 6-4, 6-3.

By beating Melrose and Belmont and Wakefield, the netwomen have avenged three of last season's losses.

In the season opener at Stoneham, Lexington thoroughly demolished its less-than-formidable opposition, 5-0. Glick, starting her fourth varsity season, looked a bit shaky in the first set, but gathered momentum, bageling her opponent in the second set for a 6-3, 6-0 final score.

Three-year veteran Tenpas made quick work of Stoneham's Kim Quattrochi, 6-1, 6-2. "It was a pretty easy match," said Tenpas afterwards, "I just played on her mistakes." Marques won her match with ease, 6-1, 6-2.

Casper and Ramnath, in their first ever varsity match, played their way to a solid 6-0, 6-3 win at first doubles, while sophomore junior varsity regulars Anjali Nagpaul and Buquet Cinkilie filled in at second doubles to record a 6-4, 6-1 victory.

According to Mallory, the Stoneham win was "an expected victory, but nonetheless, a good victory...a nice way to start the season."

While the varsity team has compiled a 5-1 record, the junior varsity squad remains undefeated at 6-0.

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Laxmen in First

Continued from page 10

ping the Concord offense.

"The win over Concord was one of our greatest feats," commented Ojamaa. "It was the activation energy that got our team going and boosted our confidence."

After their inspiring first victory, the laxmen went on to impressive and huge victories over Burlington, 14-2, Billerica, 11-3, and Bedford, 17-6 to boost their record to the 4-1 mark.

Sidman is the team leader in points as he is enjoying an exceptional season, gamering 23 goals and 9 assists. He is trailed closely by Ojamaa, 16 goals and 10 assists, a very influential and team leader type player.

Junior Ted Sidel has racked up 11 goals and an assist while senior middies Nat Bruce (3 goals, 7 assists), Brian O'Connor (3 goals, 5 assists) and Jonah Schiller (5 goals, 4 assists) each have turned in many fine performances.

Goaltender junior Chris Agostino has only allowed in 28 total goals, averaging a little over 4 goals a game. Against Concord, Agostino "played well the whole game," according to Sidman.

Of their remaining nine games, the laxmen have to only win four more to qualify for the State tournament. But according to Sidman it might not be that easy. "Every team we play is out to get us now, so from here on in, every game is going to be very tough."

Do you eat lunch with this kid?

Seniors, believe it or not, this is one of your classmates! Come to the 1989 Senior Splash Graduation Party to say one last "goodbye" to classmates and find out who this mystery baby is at the baby photo show.

Tickets are $15 and go on sale the week of May 22, during lunchtime in the high school main hall.

Extending himself over the bar, junior John Raach competes in the pole vaulting event. The Minutemen's current record is 3-4. Photo by Mako Yoshino

Woburn Sidetracks Minutemen Runners

By Yeh-Jiun Tung

The Lexington High School boys' track team met the Woburn Tanners on Tuesday, April 25 with a 2-1 record under its belt. The tracksters stormed into the meet determined to compete hard after Coach Arthur Dulong's inspiring pep talk.

"It has to be a day of personal best performances," said Dulong before the contest. But despite the fact that the Minutemen hit Woburn as hardd with many team members running personal best times, Woburn proved to be too strong, beating Lexington 77-68.

The meet started off with superb performances from Lexington's hurdlers, senior Mike Grynberg and junior Joey Wong, who took second and third respectively behind Woburn track standout Scott Queen. Both hurdlers ran their personal best times.

Points were gained in the mile as senior Matt Simon took first place in 4:39. Senior Rob Wand's incredible effort gave him a third place and a personal best time by ten seconds, finishing in 4:43. In the discus event, junior John O'Toole grabbed second place with a personal best throw of 100'4".

Senior Sang Ahn took Lexington's only place in the long jump when he jumped 17'3", achieving his best jump ever by one foot. Ahn said about his jump, "It felt like I extended too much on the take-off but I guess I extended alright."

Lexington's shotput crew was not strong enough to take any places but points were recovered in the pole vault as juniors Rich Beukema and John Raach snatched second and third respectively.

Sophomore Dave Frohman threw 142'2" top take third in the javelin. In the high jump, senior Doug Wilson grasped second place despite intense efforts against Woburn's Steve Martin. Wilson also managed to place second in the triple jump, leaping 37'8".

When the running events started up again, hurdlers Wong and Grynberg ran to second and third place respectively in the 100-meter high hurdles. Sophomore Kenny Richards blazed to a second place finish in the 100-meter dash.

The 400-meter run proved to be a strong event for Lexington as Simon and junior Nick Nebolsine ran to first and second. Nebolsine stole second place with 20-meters left in the race, streaking by his Woburn counterpart.

Coming back from injury to run his best race of the season, sophomore Ed Single won the 800-meter run handily, saying later, "I didn't have to run all-out." Junior Billy Brincklow ran a superb race but unfortunately was disqualified.

Wilson took first in the 200-meter race easily, beating his Woburn adversary by five yards. Sophomore Matt McCormack fought for third but had to settle for fourth despite running a 1.5 second personal best. "I was running as fast as I could but [Woburn] caught me at the end."

In the two-mile, senior Dwight Holmes won, running to a personal best time of 10:07. Fellow teammate, sophomore Ted Fitzpatrick, grabbed a close second behind Holmes, running 10:15.

Lexington defeated weak Woburn relay teams without difficulty to produce the final score.

Notable performances earlier in the season include sophomore Dave Frohman's 152' heave of the javelin to qualify for the State Meet..

With such intense efforts, the track team's outlook for the rest of the season is promising. Although not achieving Dulong's goal of Midlesex League champions, Lexington hopes to win each remaining meet and give their best efforts against league powerhouse Reading.

Laxwomen Optimistic

By Michele Stein
and Sarah Gladstone

The Lexington High School girls' lacrosse team has started the season in impressive fashion. After two losses due to the absence of three strong players, the team pulled itself together with the help of their new coach, Ellen Vera, the number one Massachusetts Division 2 coach last year at Brookline High School, and currently hold a record of 2-2.

The team lost its first game against Lexington Christian Academy despite the excellent offensive work of juniors Shannon Ossman, Ali Arnold and Tina Weng as wings, and freshman Cindy Kelly as center. Junior Jen Pollata scored a perfect quick-stick goal, highlighting the Minutemaids' effort.

The second loss came at the hands of Framingham North. Lexington battled fiercely and was helped by the awesome defense of senior captain Miriam Friedlander, senior Kristin Lakutis, junior Tara Curtin, and the endless fight of sophomore Trelawney Goodell.

The victories began against Framingham South as the defensive line of senior Paula Vote, senior Michele Stein, junior Molly Stephens, and senior Rachel Saks stopped many South attempts. Junior goalie Alison Palmer blocked shot after shot and along with the defense, she allowed South only six goals.

The sweetest victory thus far occurred against Newton South with beautiful team offense played by senior Elizabeth Smith and senior captains Julie Mennino and Sarah Gladstone, along with shots and scores by senior Jill Lucas and junior Jenny Stephens.

The team is happy to welcome back third man junior Kristen Alves. "Under the leadership of our new coach, we have become more experienced in team work. We have a unity never before felt on the girls' lacrosse team," said Alves.

Similarly, Gladstone points out, "After our last minute victory over Newton South, we realized we have the capability to do anything we put our minds to." With enthusiasm now matching, or even exceeding, that of their coach, the team looks to an excellent record and a future spot in the upcoming State tournament.

Sophomore Telawney Goodell fends off her opponent in a recent girls' lacrosse game. Thus far, the Minutemaids have fared better than past years. Photo by Mako Yoshino

Baseball Improves

By Jim Galloway

As fans may already know, Lexington is not synonymous with great baseball teams. However, this year might be an exception to the rule as the Lexington High School boys' baseball team boasts a talented crew of players.

First year coach Tom O'Grady has inherited a team that last year went 7-13; yet, after its first few games this year, the team is on track to surpass that mediocre record. Led by senior co-captains Jeff Wood and Brian Sheehan, the Minutemen have a 4-4 record with three of the four victories resulting from come-from-behind wins.

The team's first victory came against Brookline and can be credited to the lively bats of the Minutemen players. Sheehan led the team's onslaught, and currently tops the team with a .393 batting average. Another plus against Brookline came in the form of a towering shot off the bat of junior Gary Wood.

After poor outings against Stoneham and Melrose, the team bounced back and won its first home game, an extra inning victory over the Woburn Tanners. Featured in the game was junior Peter Ferrari who pitched his way to his second victory and who now leads the team in strikeouts with 22.

Following two back-to-back road losses to Wakefield and Belmont, the Minutemen returned to the winning track with two impressive road victories against Winchester and Watertown.

Much of the credit for the Winchester win can be given to seniors Jim Kirk and Derek Ferullo. Kirk went three for four and drove in two key runs, while Ferullo went two for four and played stellar defense.

Against Watertown, Ferullo hurled, possibly, the best game of his high-school career with 10 strikeouts, and only four hits allowed. Senior Chris Grace was the key in the bottom of the seventh, when his clutch single allowed Ferullo to score the game winning run from second base.

The remainder of the season looks bright if the underclassmen in key positions can carry their weight. Those players include juniors Frank DeGenova, Chris Farris, Brian Kirk, Sean Supple and sophomore Phil Langone, who should see a lot of time on the mound. O'Grady will also be looking to seniors Rob Donahue, Steve Ferrari, Frank Hsieh, Jim Sheehy and Bill York for some key contributions as the Minutemen make a bid for an EMass baseball tournament berth.

Depth a Problem for Girls' Track

Continued from 10

an unbeatable level, as she once again finished first in the 800-meter run. Senior Kristen Burge provided support, as she raced to a third place finish.

Competing against two of the league's top distance runners, sophomore Angela Marino captured a third place finish and a personal best time of 5:47 in the mile.

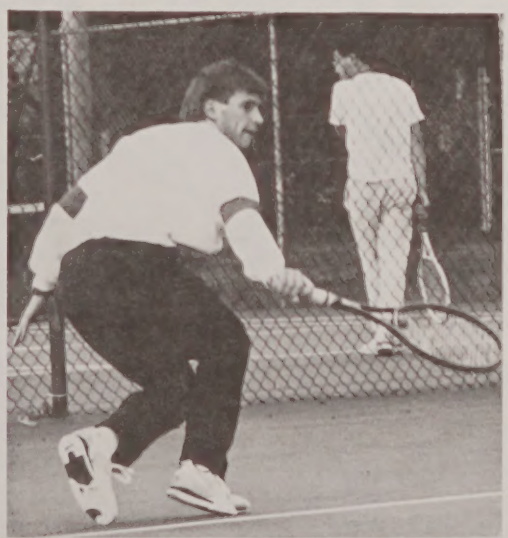
Senior Kristen Lieb showed her strength in the two-mile, as she stuck to her competitor for two miles. However, on the final lap the senior was edged out and was forced to settle for second place.

Hurdling continued to be another one of Lexington's strengths. Senior Michelle Sheehy and junior Amy Marx remained undefeated in their respective 110- and 300-meter hurdle events. While senior Kirsten Kramer continued to achieve success, as she placed in both her hurdle races.

Lexington's field events fared well against Woburn. In the long jump, Singer and Hutchinson took the top two places. Hartshorn and Kramer took similar places in the triple jump. In the javelin, Marino and Marx threw for first and third places respectively. In the long jump, Sheehy leaped to second place with her personal best jump of 5'2".

Senior Melanie Stephens and freshman Michelle Pavidas continued to lead Lexington's throwing events. Both throwers scored points for Lexington in the shotput and discus. First place was awarded to Stephens for her 32'5" heave of the shot, while Pavidas grabbed second. Stephens was also victorious in the discus with a throw measuring 78'10".

Lexington capped off the meet with victories in both of the relay events. Both the 4x100 team of Yansen, McQueen, Sheehy, and Marx and the 4x400 team of Marino, Hutchinson, Hartshorn, and Singer topped off the meet in a winning fashion.



Junior Greg Marion, the team's top singles player, displays his tennis form during a recent practice. After last year's successful season, the boys' tennis team is currently in a rebuilding process. Photo by Mako Yoshino

Girls' Tennis Aces Opponents

By Sharon Glick

The 1989 Lexington High School girls' tennis team roared to its best start in four years under coach Bruce Mallory with a string of five consecutive wins and a hard-fought loss in the first two weeks of the season.

The lone defeat came last Friday on the infamous clay courts of Winchester, as the Middlesex League's two undefeated teams squared off to determine which one would retain its untarnished record and claim sole possession of first place. Lexington sent panic into Winchester hearts, nearly coming up with a huge upset in a contest marked by tiebreakers, three-set matches, and dismal weather.

At first singles, senior co-captain Sharon Glick had her personal five-match winning streak broken when she lost 4-6, 1-6 to a superior opponent, senior Laura Tozza. Playing with a leg injury, Glick took a surprising 3-0 lead in the first set, but failed to sustain her pace as Tozza awoke to capture six out of the next seven games. Simply overpowered in the second set, Glick managed to win only one game before bowing to her Winchester foe.

In the afternoon's most intense match, junior standout Michelle Tenpas faced freshman Carrie Tozza at second singles. Tenpas took the first set 6-4, and at 5-4 in the second, found herself at match point. However, Tozza escaped and came back to tie 6-6, forcing a tiebreaker, which she won 7-3.

In the third set, the two continued their battle in a steady drizzle. Long rally followed long rally, and the score remained close, keeping the large crowd on edge. Finally, Tozza prevailed, 6-4. snapping Tenpas' five-match winning streak.

"I played the best I could," said Tenpas, "but she played better."

Meanwhile, Lexington freshman star Seetha Ramnath was engaged in a close match of her own against Mary Tinkler. Ramnath exhibited mental toughness and great strokes as she squeaked through two tiebreakers for a 7-6 (7-6), 7-6 (9-7) win.

Lexington's first doubles team of seniors Sonia Herrmann and Nikki Marques came out strong to take the first set of their match against Megan Mullin and Katie Fulle, 7-5. However, it was downhill from there as the Sachem duo mounted a comeback, taking the second set 6-3. Herrmann and Marques folded in the deciding set, 0-6.

At second doubles, Lexington continued to make life difficult for Winchester. Senior co-captain Sarah Estow and senior Sheila Woodbridge split their first two sets with Margaret Cunningham and Lisa Campbell, losing the first, 4-6, but bouncing back to win the second, 6-4. The third set, played in increasingly heavy rain, ended with Lexington on the down side, 5-7.

Despite the final 1-4 match score, Lexington had its best match against Winchester in years. Both Mallory and the team members were pleased with their efforts.

"I've never been this excited to play," said Estow, "I think we showed them that we're going to be tough. I think they were surprised by us."

The match marked the first time all season that Lexington was able to put its full varsity squad out on the court. Previous absences of Herrman and/or Estow forced Mallory to juggle the lineup and initiate several junior varsity players to the varsity level.

Two days earlier, the netwomen hosted Wakefield, and came up with a 4-1 victory under extremely windy conditions.

First off the court was the second doubles team of Sheila Woodbridge and sophomore Charlotte Woodbridge. The sibling combo wiped out their opponents with a double bagel, 6-0, 6-0. Next was Glick at the top spot, victorious by a 6-1, 6-2 score.

At second singles, Tenpas survived a tough first set, winning in a tiebreaker. In the next set, she had no such trouble as she passed her Wakefield opponent, 6-0.

Continued on page 8

Grimacing with concentration, senior Sang Ahn sails through the air in the long jump during the Belmont meet, which the Minutemen lost. See story on page 7. Photo by Mako Yoshino

Senior Andrew Ojamaa attacks his Burlington opponent in a match that Lexington went on to win , 14-2. Ojamaa ranks fourth in the League in scoring. Photo by Mako Yoshino

Boys' Lacrosse Captures First

By Jason Kissell

Despite dropping its first game of the season to preseason favorite Lincoln-Sudbury, 10-6, the Lexington High School boys' lacrosse team has gone undefeated since, compiling a league record of 5-0, and an overall record of 5-1.

The Minutemen are currently in first place by two games ahead of Acton-Boxboro, a strong team who the Lexington laxmen beat, 8-5, in their first meeting.

In the Acton game, Lexington got off to a quick start as senior attackman Jon Sidman, the league's second highest point scorer, scored back-to-back goals, giving the Minutemen a 2-0 lead. However, before the end of the first quarter, Acton-Boxboro netted its first goal, making the score 2-1.

Senior middie Jonah Schiller started off the second quarter with a goal, and soon after, junior attackman Ted Sidel added two goals to close out the quarter with a 5-3 advantage.

The laxmen mustered up one goal in the third, the first of two for senior attackman Andrew Ojamaa, the fourth leading point scorer in the league. In the fourth, they relied on the second goals of both Ojamaa and Schiller.

"It was a good team effort," said Sidman after the game. "The whole team really came to play."

Ojamaa commented, "We were a lot more confident and determined than they were."

In their loss to Lincoln-Sudbury, the laxmen started off very shakily, allowing a barrage of early Sudbury goals and putting themselves behind by margins of up to six goals. However, the Minutemen played an excellent second half of lacrosse, shutting down the potent Sudbury offense and completely outplaying their talented counterparts.

> "[The victory over Concord-Carlisle] was a very big win for us."
> —senior Jon Sidman

In perhaps its biggest win of the season, Lexington came back from its Sudbury loss to overthrow Concord-Carlisle, the team who knocked Lexington out of the State tournament last year, 9-6.

"We knew it was going to be one of our toughest games of the year," said Sidman. "We played our best game of the season by far. It was a very big win for us."

Lexington started off the scoring on a shot by junior Jon Speare from about 15 yards out. Speare received the pass from Sidman who, on being double-teamed, dropped the ball back to a wide-open Speare who then bounced the ball into the bottom left-hand corner of the net.

The Minutemen tallied four more goals soon after and by halftime, they led their opponents 5-3.

However, Concord came out of half time fired up and near the end of the third quarter, they tied the score 6-6.

Undaunted, the Minutemen obtained possession of the ball and made many scoring attempts, until, finally, Sidman scored his third goal of the game, putting the laxmen ahead for good. Following Sidman's fourth goal of the game soon after, Ojamaa scored Lexington's final goal, putting down the hammer on any last-effort Concord victory attempt.

A great game was turned in by the Lexington defense. Seniors Chris Spence, Pat Agostino, Greg Suffredini and junior Peter Baty all turned in a fine game in stop-

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Depth a Problem for Girls' Track

By Amy Marx

The Lexington High School girls' outdoor track team undoubtedly possesses talented runners, jumpers, and throwers, but unfortunately the team lacks the necessary depth. The team's 3-1 record shows this talent, but it also serves as a reminder of the Minutemaids' shorthanded disadvantage.

In its season opener, Lexington fell two points shy of beating Stoneham. A lack of depth in the field events, in addition to its shorthandedness, proved to great an obstacle for Lexington. As a result of these disadvantages, Lexington's record remains marred by an unfortunate loss.

Despite this opening loss, Lexington went on to capture three consecutive victories. During April vacation, both Melrose and Belmont suffered defeats against Lexington. The Minutemaids were undoubtedly the dominant team in both meets.

Against Melrose, all ten of the running events were won by Lexington. In the Belmont meet, Lexington captured first place in 12 of the 14 events.

More recently, the team posted a victory against Woburn. The major concern going into the meet was the weakness of Lexington's field events. Nevertheless, the concern was unnecessary as the Minutemaids trampled the Lady Tanners on route to a 90-41 victory.

Lexington's complete dominance allowed Woburn first place finishes in only three events. In the 100-meter dash, senior Tricia Alfred took first with a time of 12.3 seconds, while sophomore Shana Yansen took third.

Sophomore Latisha McQueen outran numerous Woburn competitors, as she sailed to a 27.3 second victory in the 200-meter dash. Senior Leslie Singer remained undefeated in the 400-meter run as she cruised to victory, just ahead of teammate Sarah Hutchinson, a sophomore.

Lexington's distance runners turned in their share of top notch performances. Junior Jay Hartshorn continued to compete at

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Senior Tricia Alfred blazes through the 100-meter event, while teammate Shana Yansen trails behind. Lexington won the Melrose meet, and now holds a 3-1 record. Photo by Mako Yoshino